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The effect of the body and mind upon these organs is likewise as profound; and finally their abuse is more easily accomplished and is more direful in its effects than the abuse of any other organs. These physiological observations tally well with the morphological theories that make the body either a modification of sexual cells, or an organ subservient to the reproductive organs. Many diseases that are apparently localized in some organ or other of the body and which fail to yield to treatment directed to that organ disappear miraculously when the treatment is directed to the generative organs.

In perhaps a majority of cases there is no definite disease, but only a general feeling of debility. In the field of quackery the treatment of sexual disorders naturally takes the first place, and ignorance is to be blamed largely for the existence of the diseases themselves and certainly for the encouragement quacks receive. This ignorance is universally deplored by all writers upon these subjects and referred to the very deep feeling of antipathy that exists toward the broaching of any subjects that suggest sexual relations. The feeling of shame has developed with such intensity in the highest civilized communities that all possible methods are used to conceal from consciousness the fact of sex. The feeling of modesty has undoubtedly been of use in the evolution of the race, but at the expense of occasional victims who fell because of ignorance. *The mistake is made in ascribing immodesty to knowledge.* Many writers are of the opinion that the opposition to the proper diffusion of knowledge of the laws of sexual hygiene among the masses comes most strongly from a prudishness that is the outcome of a mind not truly chaste. The following author dwells on the effects of prudish education.

*Adolescence. Part I of "The Physiologist in the Household" series.* FOTHERGILL. London, 1880.

The efforts to avoid certain subjects, unduly emphasizes them, "Virtue preserved by artificial contrivances is liable to fail." "Nothing but an entire revision of our educational arrangements for girls can give a girl a sure protection against her own passions." The subject of sexual precocity is treated at length. "From such conditions come the criminal classes. "One boy or girl can corrupt a whole school."

*The Importance of Knowledge Concerning the Sexual Nature.* GERTRUDE KITZ. Printed for the Washington Society for Moral Education. New York, 1884.

This pamphlet instructs superiors in regard to the proper training of children relative to these subjects. Some excellent suggestions are given. Other books recommended by the society are Dio Lewis "On Chastity," and Spencer "On Education."

*Sex in Education, or a fair chance for girls.* CLARKE. Boston, 1875.

Much of the ill-health of women is due to lack of care during each menstruation, and particularly the first one. But our schools for coeducation take no notice of this, and make the girls stand during recitation, climb stairs and pass examinations while the menstrual period is lasting. The nervous energies are whipped up to the highest pitch of excitement in our competitive prize contests, and the girl-graduate is a physical wreck. She should be taught to rest at every period; she should not be required to compete with boys in the same studies. Her education should be adapted to her nature and to her life work. This is not to be construed as an argument against coeducation of the sexes, but rather against "identical education." Jean Paul says, "To insure modesty, I would advise the education of the sexes together; for two boys will preserve twelve girls, or two girls twelve boys, innocent amid

winks, jokes and improprieties, merely by that instinctive sense which is the forerunner of matured modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are."

This is the greatest argument for coeducation. The natural association of the sexes is the preventive of sexual perversion, (by the mutual interaction of souls, the mystic will say in explanation). The scandals of society are largely due to an ignoring of this law, and where similar cases arise in coeducational institutions, they have in all probability germinated outside, or are from diseased conditions inherited from parents who have themselves perhaps "been more sinned against than sinning."

There has been no lack of able works written for the guidance of the masses in sexual matters. For very young children (from 10—14) no literature is better adapted than the two following little pamphlets: "*A Father's Advice, a book for every boy*," and "*A Mother's Advice, a book for every girl*," by Dr. and Mrs. E. P. Miller respectively, New York, 41 West 26th St., 1881. Prof. Wilder's book, *What Young People Should Know*, has passed through several editions, and contains much biological matter about the evolution of sex in lower organisms that could profitably be incorporated into the common school physiologies.

The two following works, prepared by Dr. Napheys, are the best popular treatises extant:

*The Physical Life of Woman*, 426 pp., and *The Transmission of Life; or counsels on the nature and hygiene of the masculine function*, pp. 362. Philadelphia, 1887.

In these works general subjects like heredity, production of sex, etc., occupy special sections, and each chapter is followed by a bibliography.

In England, two corresponding works of marked excellence have appeared, viz.,

*Advise to a Wife*, by CHAVASSE, and *The Functions and Disorders of the Reproductive Organs, in Childhood, Youth, Adult Age, and Advanced Life*, by ACTON. Seventh Edition, 1888. pp. 263. Republished in Philadelphia, by Blakiston.

In addition to these, there have been numerous special publications, some of which are noted below, and in America mention must be made of the itinerant phrenological lecturers and a host of quacks, who have in their degree enlightened the public. Fowler's prolix *Science of Life* is representative of this class, and from a moral standpoint is unimpeachable, whatever its scientific weakness. There has, therefore, been considerable teaching of the public in this regard, but of course in an incomplete, often perverted form. This suggests that text-books by competent authorities should be used by school teachers in private classes. The appendix to "*The Human Body*" (MARTIN) is a step in the right direction. The duties of parents are in no wise to be entrusted to teachers, for we learn that children of a tender age are frequently addicted to sexual vices, often most innocently falling a snare to their older associates. It is pretty certain that however carefully a boy is kept in ignorance of these relations, he is sure to learn from playmates and by overhearing conversation between men of unrefined nature, what is a very one-sided and degraded knowledge. Herein lies the necessity for proper training, which is perhaps the strongest force with which to combat certain social and solitary vices. There are also very lax and erroneous ideas extant about the injurious effects of continence, which are combatted by the following pamphlet:

*A Physician's Sermon to Young Men*. PRATT. New York. pp. 48.

The next pamphlet, a production of the pietistic sect of Germany, is